

<p>Theme read:</p> <p>Extracts from Plato's <i>Republic</i></p> <p>Greek Myths – Marcia Williams</p> <p>Who Let the Gods Out? - Maz Evans</p> <p>Percy Jackson and the Lightning Thief by Rick Riordan</p> <p>The Iliad/The Odyssey – Homer (retold by Gillian cross and Neil Packer)</p> <p>A Visitor's Guide to Ancient Greece (Usborne Visitor Guides) by Lesley Sims</p> <p>You Wouldn't Want to Be a Slave in Ancient Greece!: A Life You'd Rather Not Have by Fiona MacDonald</p>	<p>Year 6 Autumn Enquiry Question</p> <h2>Did the Ancient Greeks really invent democracy?</h2> <p><b>Key driver:</b> Respect</p> <p><b>Key skills:</b> I can describe the <b>characteristic ideas</b>, beliefs and attitudes of different cultures over time.</p> <p><b>Year Enquiry:</b> How can we make a change in society?</p> <p><b>Topics:</b> Ancient Greece</p>	<p>Resources:</p> <p><a href="https://www.ashmolean.org/learning-resource-ancient-greece">https://www.ashmolean.org/learning-resource-ancient-greece</a></p> <p>Marathon:</p> <p><a href="https://www.youtube.com/watch?v=vvBoCATqriM">https://www.youtube.com/watch?v=vvBoCATqriM</a></p> <p>Culture:</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgpdjxs">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgpdjxs</a></p> <p><a href="#">Animated timeline of the Journey to Democracy</a> from assets.parliament.uk</p> <p><a href="#">Parliament's resources on debating</a> from parliament.uk</p> <p><a href="#">Parliament's resources for holding your own election</a> from parliament.uk</p> <p><a href="#">Athenian democracy</a> from history.com</p> <p><a href="#">Ancient History Encyclopedia about Athenian democracy</a> from ancient.eu</p>
<p>Key Vocabulary:</p> <p>Democracy, philosophy, myth, Acropolis, Parthenon, hoplite</p>		<p>Pupil Pledge</p>

<p>Launch</p> <p>Gather the chdn on a hill called the Pnyx to decide the laws and agree who should sit on their ruling council. 'Citizens' can speak for time it takes to pour one jar of water into another. Then tell class that women and slaves not allowed to be citizens. Choose chdn to argue for &amp; against before taking a vote.</p>	<p>Lesson 2</p> <p>The Ancient Greeks were famous for democracy? But who were they? How did the Ancient Greek Empire grow and why? Who ws Alexander the Great? What were the main events that happened in this period and how did they contribute to or result from Athens' commitment to the idea of democracy?</p> <p>WALT: I can explain how and why the Greek Empire grew. I can</p>	<p>Lesson 3</p> <p>What was so special about Ancient Greece's political system? What were Plato's ideas? How did the political system work in Ancient Greece? (look at UL Hub Y3 L1 pp) Chdn learning how the ruling systems in Ancient Greece changed, before the democratic system, after and in the modern day.</p>	<p>Lesson 4</p> <p>How did Ancient Greece's political system differ to that of Sparta or Ancient Rome? (look at UL Hub Y3 L2 pp). Why did John Stuart Mill suggest that "the Battle of Marathon, even as an event in <u>British</u> history, is more important than the Battle of Hastings"? Next 200 years saw rise of classical Greek civilisation that was so influential in the West, so seen</p>	<p>POP Quiz</p> <p>Chdn to do a 'citizenship test' asking questions on what they know of Ancient Greece and its political system to see whether they will be accepted as a citizen and allowed to vote.</p>
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<p>What is democracy? Look at modern day examples, discuss how the history we have studied has various other systems of government. What is good and bad about democracy?</p> <p>WALT: I can say what democracy means.</p> <p>Outcome: Chdn to debate and then list the pros and cons of democracy. Chdn can compare this to another form of government they have studied such as caliphate of early Islam.</p>	<p>make a timeline of the Ancient Greek Empire.</p> <p>Outcome: Look at some significant events in the history of Ancient Greece and map them on a timeline.</p>	<p>WALT: I can explain how the political system worked in Ancient Greece.</p> <p>Outcome: Chdn write facts about the political system in Greece.</p> <p>Chdn to practise writing arguments and argue and vote for or against a proposal.</p>	<p>as a key moment in European history.</p> <p>WALT: I can compare this system with other political systems of the time.</p> <p>Outcome: Chdn compare different city-states and recall facts about the Battle of Marathon. Chdn explain how Athens and Sparta are different and similar.</p> <p>Chdn can write a blog about the events of the Battle of Marathon from the point of view of someone involved in the battle, speculating on what effects victory/defeat might have on Greece.</p>	
<p>Lesson 6</p> <p>How was Greek democracy defended and popularised? Trojan War – retold through Homer’s epic poem the Iliad (and its sequel, the Odyssey).</p> <p>WALT: I can depict some of the events of the Trojan War.</p> <p>Outcome: Chdn to draw a storyboard with some of the main events of the Iliad depicted.</p>	<p>Lesson 7</p> <p>How has Greek culture affected democracies since? Not just the literature and myths but the culture – Greek vases, theatre, architecture, Olympics (which have changed over time but retain some original characteristics).</p> <p>Look at UL Hub Y3 L3 pp about architecture.</p> <p>WALT: I can learn about the past from sources including art.</p> <p>Outcome: Chdn look at buildings such as the Parthenon, examples of Greek vases to see what they can tell us about the culture of the time? How have Greek ideas of theatre and sport shaped our current notions of them?</p>	<p>Lesson 8</p> <p>How do Greek Gods and Goddesses fit into Ancient Greek democracy? (look at UL Hub Y3 L4 pp) How does Ancient Greek religion/gods influence us today? Note how belief system separate from political system (cf Caliphate in Early Islamic Civilisation).</p> <p>WALT: Understand the religious beliefs of the Ancient Greeks and know some of the gods they worshipped.</p> <p>Outcome: Chdn to research gods and present their information to the class. Chdn look at how gods are portrayed in modern books such as Percy Jackson series and Who Let the Gods Out?</p>	<p>Lesson 9</p> <p>What lessons could modern democracies learn from Ancient Greece? In what ways was Greece ahead of its time? What have we learned from the Greeks:</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn</a></p> <p>Look at UL Hub Y3 L6 PP.</p> <p>WALT: I can describe what the legacy of Athenian Democracy is and how that has affected democracies we have today.</p> <p>Outcome: Chdn to write a report on the state of democracy today, with a series of sentences/paragraphs on how Greeks have influenced us.</p>	<p>Celebration</p>

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<p><b>Content:</b> What will we learn? What are the core concepts?</p> <ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of world history.</li> <li>• Note connections, contrasts and trends over time</li> <li>• Address questions about change, cause, similarity and difference and significance.</li> <li>• Identify and use primary and secondary sources using the library and internet.</li> <li>• Construct informed responses that recall, select and organise relevant historical information.</li> </ul>	<p><b>Coherence:</b> How does this link to previous learning?</p> <ul style="list-style-type: none"> <li>• Link to study of previous study of ancient and empire (Ancient Egypt in Y3) and impact of other civilisations (Early Islamic Civilisation in Y5).</li> <li>• Contrast to what was happening in Britain at the same time: Y3/4.</li> </ul>	<p><b>Creativity:</b> How will we show we understand in multiple ways?</p> <ul style="list-style-type: none"> <li>• Class can act out a Greek drama, updating it to modern-day Oxford.</li> <li>• Chdn to write blog from perspective of a soldier at the Battle of Marathon.</li> <li>• Chdn to make storyboards of the Iliad.</li> </ul>	<p><b>Compassion:</b> What opportunities are there to teach compassion?</p> <ul style="list-style-type: none"> <li>• Look at how democracy has evolved into its present form &amp; its benefits for people compared to other political systems. If we did not live in a democracy, how could we protest?</li> <li>• Democracy is about allowing people to express different points of view – how can this help us be more tolerant?</li> </ul>	<p><b>Community:</b> What links are there to local resources?</p> <ul style="list-style-type: none"> <li>• Ashmolean visit – looking at artefacts of Greek sculpture and pottery</li> </ul>
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